Teaching guide

IDENTIFICATION DETAILS

Degree:	Diploma in Intelligence (associated with the College's Bachelor's Degrees)
Faculty/School:	Law, Business and Government
Course:	INTELLIGENCE AND ASSYMETRIC WARFARE
Type:	Compulsory Internal
ECTS credits:	3
Year:	3
Code:	45428
Teaching period:	Fifth semester
Teaching type:	Classroom-based
Language:	Inglés
Total number of student study hours:	75

Teaching staff	E-mail
Félix Manuel Estrada Matamala	felix.estrada@ufv.es

SUBJECT DESCRIPTION

Asymmetric warfare refers to conflicts where the capabilities and strategies of opposing actors, often states versus non-state groups, are fundamentally unequal, leading the weaker party to employ unconventional tactics such as guerrilla warfare, terrorism, cyberattacks, and information operations to exploit the vulnerabilities of stronger adversaries.

The subject explores how intelligence becomes crucial in both enabling and countering these unconventional threats. It covers the historical evolution of asymmetric warfare, from ancient and colonial insurgencies to modern proxy wars, terrorism, and cyber-enabled conflicts. Special attention will receive the role of state and non-state actors, the use of proxies for plausible deniability, the importance of social media to spread propaganda, influence and disinformation, and the impact of emerging and disruptive technologies such as drones or AI on the conduct of asymmetric operations.

GOAL

This course aims to provide the student with a comprehensive introduction to asymmetric warfare — what it is, historical evolution, characteristics, actors, and how significant it is for today's world — and to acquire an understanding of the practical dimensions of intelligence in this environment. The course also aims to explore with students historical, legal, and ethical dimensions of intelligence in asymmetric warfare. Students will internalize that Intelligence becomes crucial in both enabling and countering these unconventional threats within the context of international relations, among other mandatory elements to be learnt in the course.

The specific aims of the subject are:

Know the concept, nature and evolution of asymmetric warfare.

Identify the motivations, tactics, techniques, and procedures employed by state and non-state asymmetric adversaries.

Evaluate the critical role of intelligence in conceptualizing threats, revealing vulnerabilities, and informing strategic responses in asymmetric conflicts.

Formulate intelligence-driven approaches to counter asymmetric threats.

PRIOR KNOWLEDGE

The previous subjects of the minor of Intelligence, taught in the previous semesters, as well as all the concepts of international relations studied in previous courses that are applicable in asymmetric conflicts.

COURSE SYLLABUS

Introduction to asymmetric warfare.
The nature of asymmetric adversaries.
Forms of Asymmetric Warfare.
Intelligence gathering and analysis in asymmetric threats.
International organizations and Intelligence cooperation.
Ethical and legal concerns in asymmetric conflicts.
Strategies for neutralizing asymmetric threats.
The role of cyberespace. Cyberintelligence.
Emerging and Disruptive Technologies in Asymmetric Warfare.
Conclusion and recommendations.

EDUCATION ACTIVITIES

IN-CLASS ACTIVITIES:

Expository Classes

Case Studies
Practical Exercises

VIRTUAL ACTIVITIES:

Keynote Lectures
Case Studies
Practical Exercises

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 Horas

SKILLS

Students must demonstrate a comprehensive understanding of irregular warfare components.

Students must have a comprehensive understanding of the Intelligence concepts applied to the asymmetric warfare.

Students must prepare for career advancement in global security intelligence, risk assessment, and security policy analysis.

SPECIFIC LEARNING RESULTS

Apply critical analytic skills to assess complex and competitive global security challenges posed by asymmetric threats.

Formulate intelligent-driven strategies and tactical responses to mitigate unconventional threats||Evaluate the implications of asymmetric warfare.

LEARNING APPRAISAL SYSTEM

ORDINARY CALL:

10% attendance. Student participation in the proposed activities, both physically in the classroom and in a virtual environment, will be valued.

30% practices (cont. evaluation). Students will have to complete assignments and projects, which can be individual or in groups and require both in-person activities and independent student work.
60% final exam, including long and short written answer, or multiple-choice formats.

EXTRAORDINARY CALL:

5% attendance. Student participation in the proposed activities, both physically in the classroom and in a virtual environment, will be valued.
25% practices (cont. evaluation). Students will have to complete assignments and projects, which can be individual or in groups and require both in-person activities and independent student work.
70% final exam, including long and short written answer, or multiple-choice formats.

ALTERNATIVE SYSTEM:

Continuous evaluation: 30%
Final exam: 70%, including long and short written answer, or multiple-choice formats.

DISPENSATIONS:
Students with approved academic dispensation. A student may obtain academic dispensation for reasons of work, incompatibility of timetables, illness or others that the Directorate of the Degree Programme considers appropriate, after requesting it from the Academic Coordination Office, providing the documentation required for this purpose. Once granted, both the affected lecturer and the student who has requested it will be officially notified by the Academic Coordination Office.
Students in second or subsequent enrolments and UFV students on exchange visits. For these students, it is not necessary to request a waiver. These students may use the continuous assessment system, as long as they comply with all the requirements, including class attendance. Otherwise, they must follow the alternative evaluation system.
In any case, it is the student's responsibility to follow the course, as well as the aspects that make up their assessment.
PLAGIARISM:
Acts of plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with the provisions of the University's Evaluation Regulations and Coexistence Regulations.
Students are obliged to observe the elementary and basic rules regarding authenticity and originality in all training activities or evaluation tests. When a student possesses or makes use of illegitimate means in the taking of an evaluation test, incurs in plagiarism, or unduly attributes authorship of academic work required for evaluation, they will be sanctioned in accordance with the provisions of the University's Evaluation Regulations and Coexistence Regulations.
EVALUATION:
To pass the course, it is essential to obtain a minimum score of 5 out of 10 both on the final exam and practises. This applies to all students and in all calls (ordinary and extraordinary).
COURSE RULES:

Attendance Policy: Class attendance is mandatory. Absences are not normally excusable. Excused absences require prior permission from the instructor.
Cell Phone Policy: Cell phones and other electronic devices must be turned off during class. Students sending emails or personal messages by mobile devices during class or receiving any phone calls will have to leave the classroom for the remainder of the lecture.
Laptop Policy: The use of laptop in class is only permitted for taking notes, and classroom activities (task forces, group case studies, research, etc.) Students found to be using their laptop for other purposes will be asked to leave the class.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the Guide for the Responsible Use of Artificial Intelligence in Studies at UFV. Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

VV AA Hybrid Warfare: Security and Asymmetric Conflict in International Relations https://dokumen.pub/hybrid-warfare-security-and-asymmetric-conflict-in-international-relations-9781788317115-9781788319621-9781788317795-9781786736550.html

VV AA INTELLIGENCE Tirant lo Blanc. 2012

Higher School of the Armed Forces. Ministry of Defense (2016) 'Intelligence. An Integral Approach' Monograph 148. https://transparencia.gob.es/transparencia/dam/jcr:ffc3e54c-3d3a-440b-bc1ba7cd3f200b77/ inteligencia-enfoque-integral.pdf